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ABSTRACT

Since 1987, Fox Valley Technical College (FVTC) in Wisconsin has administered a student satisfaction survey to both the Appleton and Osh Kosh campuses. In 1993, FVTC began using the American College Testing (ACT) Program's Student Opinion Survey, Two-Year College Form. This survey elicits student opinions on college services, academic areas, admissions, rules and policies, facilities, registration, and general items. Both program students (students enrolled for credit) and course-takers (noncredit students) were surveyed; 787 program students and 526 course-takers completed the survey. Results for the 1999 survey include: (1) five of the 64 program-student ratings increased significantly from 1997 to 1999, including health services, instructor attitude toward students, and value of information provided by advisor; (2) five of the 64 program-student ratings also decreased significantly from 1997, including computer services, classroom facilities, business training facilities/equipment, industrial arts/shop facilities, and parking facilities; (3) 11 of the 32 course-taker student ratings increased significantly from 1997, including quality of instruction, course content, and class size; (4) all students' overall level of satisfaction with the college was very positive; (5) most program students were taking classes on the Appleton campus and were white, generally under age 21, single, and without children; and (6) most course-taker students were enrolled in courses throughout the district and were older than 29, female, white, and without children. (Includes numerous tables and a sample survey.) (EMH)

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Program and Course Taker Student Satisfaction Survey Report

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Executive Summary

Every other year, Fox Valley Technical College surveys students taking program classes to determine their satisfaction with instruction and services. In the spring of 1999, the Student Opinion Survey-Two-Year College Form, published by American College Testing (ACT), was used to solicit student opinion in seven categories: College Services, Academic Areas, Admissions, Rules and Policies, Facilities, Registration and General Services. Two additional sections were developed by FVTC to solicit the students' perception of the extent to which courses and training met students' educational and career goals, plus an evaluation of FVTC's Graduate Placement Report components.

The 1999 ACT Student Opinion Survey for 2-Year Colleges was conducted using a sample of core program classes within the four instructional divisions: Business & Marketing, Manufacturing Technologies, Service Occupations, and Transportation & Agricultural Technologies. Both associate degree and diploma students were surveyed, along with undeclared students who were taking program courses. A total of 787 students completed surveys in their classes in 1999 compared to 767 in 1997.

In addition to declared and undeclared program students, the College also surveyed course takers enrolled in noncredit courses. This was the second time this survey was administered. The survey included about half of the questions asked of the program students because some of the services are of little interest to course takers. The students completing the course taker survey were enrolled in leisure (aid code 60), employment-related (aid code 47) or general type courses (aid code 42). The sample of 526 students represented students from a variety of locations and the three types of courses. There were 563 course taker students surveyed in 1997.

Results were summarized for the total group of 787 program students (declared and undeclared) and compared with responses of FVTC students surveyed in 1997, the course takers and the National ACT two-year college normative data for colleges with an enrollment of 4,000 – 9,999 students. The students used a scale of 1 to 5, with one equal to very dissatisfied and five equal to very satisfied, from which mean ratings were calculated. The results also include a summary of program student comments.

Key Findings

1. Five of the 64 program student means increased significantly from 1997 to 1999 including health services, instructor attitude toward students, value of information provided by advisor, out-of-class instructor availability, and availability of advisor. These means ranged from a low of 3.93 to a high of 4.38. The two advisor increases could be attributed to the efforts over the past several years to improve student advising with assigned faculty time for advising.

2. Five of the 64 program student means decreased significantly from 1997 to 1999 including computer services, classroom facilities, business training facilities/equipment, industrial arts/shop facilities, and parking facilities. Most of these concerns will be addressed through the new construction at various locations.

3. Eleven of the 32 course taker means increased significantly from 1997 to 1999. These ranged from a low of 3.93 to a high of 4.56. These 11 means included instructor attitudes toward students, attitude of nonteaching staff toward students, concern for you as an individual, quality of instruction, course content, class size, out-of-class instructors availability, satisfaction with the College in general, general registration procedures, billing and fee payment procedures, and availability of the courses you want at the times you can take them.

4. None of the course taker means declined significantly from 1997 to 1999.

5. Students' overall level of satisfaction with the College was very positive. The 1999 program students rated the College 4.13 on a 1 to 5 scale, which was higher than the national average of 4.10, but less than the course takers at 4.25.

6. Questions pertaining to the program students' perception of the extent to which courses and training meet the student's educational and career goals revealed that the classroom experiences, teamwork and integrity were the most highly used in the classroom.

7. Program students were requested to evaluate the components of the Graduate Placement Report. The most significant need was to include the graduates' annual salary within the report.

8. In their written comments, program students most frequently commented on specific program improvements such as "need more classes at night" or "need more CIS instructors". The second highest number of comments addressed student services including changing the calendar to end before the December 24 shutdown, improving financial aid and improving customer service.

9. Most of the program students were taking their classes on the Appleton Campus. These students were white, generally under the age of 21, single and without children. The course takers were enrolled in courses throughout the district. Most were older than 29 years of age, female, white and without children.

10. Most of the program students were enrolled during the day, identified the College as their first choice and had above B- grade point average. Most of the course takers were evening students, taking courses for self-improvement and found out about the College through a mailing.

11. The program students' main purpose for entering the College was to complete an associate degree or technical diploma. The top three reasons for choosing the College were the College offered the courses I wanted, good reputation, and good chance for personal success. The top three reasons for course takers attending the College were low cost of attending, convenient location, and could work while attending.

Introduction

Fox Valley Technical College has administered a student satisfaction survey since 1987 to both the Appleton and Oshkosh campuses to assess student satisfaction. In May 1993, FVTC began using the American College Testing (ACT) Program's Student Opinion Survey-Two-Year College Form. This survey is designed to elicit student opinion on College Services, Academic Areas, Admissions, Rules & Policies, Facilities, Registration and General items.

The ACT survey was adopted so FVTC can compare its results to a national database of other two-year colleges. FVTC chose to compare findings with those colleges having an enrollment which most resembled our own -- colleges with a population 4,000 to 9,999 program students. This national database includes 12,776 students at other two-year colleges.

This is the second year the College has administered the student course taker survey. These students were enrolled in noncredit courses designed to provide them with training to contribute to citizenship and community safety, employment enhancement, and leisure time.

The purpose of this report is to display and discuss results of both student satisfaction surveys. Specifically, this report addresses the following questions:

- Are the students satisfied with the preparation they are receiving for their chosen occupation/field of interest?
- How satisfied are the students with services?
- How do the students feel they are being treated?
- What conclusions are suggested by the results?

Survey Instruments
The program survey instrument solicited student opinions in nine different categories:

1. College services including food services, computer services, parking, child care, and other college-sponsored activities.
2. Academic satisfaction questions including course content, variety of courses, availability of advisor and preparation for the student's chosen occupation.
3. Admissions including procedures and publications.
4. Rules and policies dealing with student conduct, use of fees and security.
5. Facility questions encompassing classrooms, labs, the bookstore and facilities.
6. Registration questions including procedures, calendar and billing.
7. College-wide general questions including racial harmony, student government and the overall student opinion of the college.
8. Questions regarding students' perception of the extent to which courses and training meet the student's educational and career goals. (FVTC added)
9. Questions regarding the components of the Graduate Placement Report. (FVTC added)

Students rated a total of 64 items on a five-point scale ranging from very satisfied to very dissatisfied. Students also answered several demographic items and one open-ended comment. Appendix A includes the ACT survey instrument and FVTC's additional questions.

The course taker survey instrument solicited student opinions on six different areas:

1. College services including career planning, library, food, child care, cultural programs, computer services, testing and parking.
2. Academic satisfaction questions including course content, quality of instruction, availability of instructors, attitude of instructors, variety of courses and class size.
3. Information questions on its accuracy, assistance of staff upon inquiring of the college and college publications.
4. Facilities including safety, classrooms, labs, study areas, bookstore and general appearance of the college.
5. Registration questions including registration, availability of courses and billing.
6. College-wide questions regarding concern for the students, attitude of the nonteaching staff, racial harmony, student rules, and the college in general.

Both surveys also asked a variety of demographic questions including age, marital status, distance from the college and other pertinent information. The course takers were also asked how they found out about the course they were taking.

Procedures

The month of May was chosen for surveying the program students because it was consistent with the time frame of prior years. By May, both first-year students and others have had an opportunity to experience student and academic services.

Planning Research and Development conducted the survey with students in a sample of core program courses. Students in these classes were asked to complete the survey during the class period. Both associate degree and diploma program-declared students are typically in these classes, as are undeclared program students who may have been taking a program course.

Fifty-six instructors were contacted to determine how many students were in a core course of the program. Instructors received the survey, survey directions and a stamped interoffice envelope prior to the survey week. Surveys were returned to Planning Research and Development through the return interoffice envelope which included the instructor's name. Instructors who had not returned their surveys during the designated time frame were contacted by telephone and reminded to send them.

The course taker instructors were mailed the surveys the last week in March to survey their students during the first few weeks of April. This timeframe was the same one used in 1997. Instructors were provided with the number of surveys, based on the course rosters, and an interoffice return envelope. Instructors were directed to return the survey if their course was cancelled or had finished early. During the third week in April, a reminder postcard was mailed to all instructors who had not returned their surveys.

Analysis
Students checked categories and were instructed to use the appropriate scale for each of the questions. Students were requested to leave the item blank if the service did not apply to them or to fill in the number '0'.

The program survey results were analyzed by American College Testing (ACT). ACT provided FVTC with the means, standard deviations and frequencies for each question for FVTC and for its national sample. Each of the College's means was compared to the national database means for colleges with 4,000 – 9,999 enrolled students. A statistical test (t-test) was used to compare the difference between FVTC's 1999 and 1997 means to determine whether or not there was a significant difference between them.

The MARS Corporation scanned the course taker survey sheets and provided the College with the analysis. FVTC completed further calculations as necessary.

A content analysis of student responses to the open-ended question were compiled. Each of the division deans and vice presidents received this information. In addition, the deans were provided with a printout of the results.

Limitations
The national means to which FVTC program results are compared are not necessarily the "norm." Campuses which conducted this survey include those who used the ACT survey between January 1, 1996 and June 30, 1998. The surveys at these colleges were administered in various ways including mail, at registration and in class. The effects of various administration modes on results are unknown.

The ACT form includes some questions which are difficult to apply to FVTC, which resulted in fewer responses for those items, e.g., resident hall programs & services and athletic facilities. Some of the services offered on the Appleton campus were not available on the Oshkosh campus. This may have reduced the number of students responding to specific questions, i.e., child care is unavailable on the Oshkosh campus and only 11 students evaluated the child care question.

Also some of the service names on the survey differ from those used at FVTC. Therefore, caution is important when comparing FVTC to the nation or to its own past ratings on those items. For example, the meaning of "student community center" is ambiguous.

Because 54 instructors administered the survey, variation in administration (e.g., instruction given to students) could have occurred.

The course taker survey could be slightly biased due to the numerous cancellations of courses or early dismissal of many courses. The emphasis of this report is based on a sample and not necessarily a representative sample of all of the courses taught at this level.

Ratings by Type of Service

Introduction

The information contained in the following tables provides a broader perspective than the reports of years past. The first column refers to the question on the survey form, followed by the program student means for the College in 1999, and 1997. The fourth column is the most recent national norm mean which was developed in 1998. The final two columns are the means from the course takers from 1999 and 1997. Below the 1999 means for the program and course takers are the number of students responding to the question. Each table is presented with the program means from the highest to the lowest in 1999. Please note that within some of the questions, the course takers would be evaluating the broader question rather than questions on their program area of study. A sample of these types of questions would be "Quality of instruction in your major area" for program students and "Quality of instruction" for course takers. Course takers did not evaluate services they are unlikely to use.

College Services

The first table below includes the college's services. Of the seven means which increased within the program student responses, one - student health services - increased significantly from 1997 to 1999. Thirteen of the means for program students decreased, with two decreasing significantly – computer services and parking facilities. Seven of the means for program students were a minimum of 0.10 lower than the national average. All seven of the course taker means increased from 1997 to 1999.

Table 1.1
College Services
Very Dissatisfied = 1 to Very Satisfied = 5

College Services	PROGRAM Mean			COURSE TAKERS Mean	
	FVTC 1999 (# Resp)	FVTC 1997	Nat'l 1998	FVTC 1999 (# Resp)	FVTC 1997
Student health services	4.38 ↑ (120)	4.09	4.10	--	--
Cultural programs	4.21 (33)	3.94	4.08	3.75 (64)	3.49
Personal counseling	4.09 (64)	4.12	3.87	--	--
College-sponsored social activities	4.08 (80)	3.97	4.00	--	--
Veterans services	4.04 (25)	3.88	4.11	--	--
Computer services	4.03 ↓ (517)	4.14	4.14	3.99 (139)	3.93

↑ = Statistically significant increase from FVTC 1997 mean.
↓ = Statistically significant decrease from FVTC 1997 mean.

Table 1.1 (continued)
College Services
Very Dissatisfied = 1 to Very Satisfied = 5

College Services	PROGRAM Mean			COURSE TAKERS Mean	
	FVTC 1999 (# Resp)	FVTC 1997	Nat'l 1998	FVTC 1999 (# Resp)	FVTC 1997
Student employment	3.93 (89)	4.08	3.98	--	--
Day care services	3.91 (11)	4.19	4.06	3.48 (27)	3.25
Financial aid	3.90 (350)	3.88	3.98	--	--
Tutorial services	3.88 (24)	3.92	4.10	--	--
Credit by examination	3.87 (45)	4.00	3.89	--	--
Library/learning resources center	3.87 (536)	3.91	4.13	3.67 (88)	3.58
Career planning	3.86 (182)	4.03	3.83	3.74 (104)	3.70
Job placement	3.83 (92)	3.88	3.73	--	--
Academic advising/course planning	3.83 (396)	3.87	3.75	--	--
College orientation	3.80 (382)	3.73	3.84	--	--
Cafeteria/food	3.76 (453)	3.70	3.60	3.61 (89)	3.54
Recreational activities	3.67 (58)	4.00	4.03	--	--
Resident hall services	3.48 (23)	3.64	3.79	--	--
Parking facilities	3.35 ↓ (650)	3.59	3.45	3.78 (380)	3.75

↓ = Statistically significant decrease from FVTC 1997 mean.

Academic Services

Academic service items gathered opinions on courses and instructors. Ten of the 12 categories within the program student survey increased, with four increasing significantly from 1997 to 1999. Ten of the 12 items for the program students were above the national norm. All seven of the course taker items increased with five increasing significantly from 1997 to 1999.

Table 1.2
Academic Services
Very Dissatisfied = 1 to Very Satisfied = 5

Academic Services	PROGRAM			COURSE TAKERS	
	Mean			Mean	
	FVTC 1999 (# Resp)	FVTC 1997	Nat'l 1998	FVTC 1999 (# Resp)	FVTC 1997
Class size	4.22 (761)	4.21	4.21	4.24 ↑ (446)	4.10
Quality of instruction in your major area	4.18 (755)	4.14	4.05	4.49 ↑ (464)	4.29
Instructor attitudes toward students	4.18 ↑ (777)	4.02	4.12	4.56 ↑ (465)	4.41
Course content in your major area	4.13 (755)	4.15	3.98	4.37 ↑ (464)	4.13
Challenge offered by your program	4.10 (756)	4.09	4.02	--	--
Preparation received for chosen occupation	4.06 (753)	4.10	3.91	--	--
Value of information provided by your advisor	4.01 ↑ (743)	3.86	3.77	--	--
Variety of courses offered	4.00 (767)	4.00	3.92	3.99 (314)	3.88
Out-of-class instructor availability	4.00 ↑ (718)	3.86	3.89	4.19 ↑ (257)	3.96
Availability of your advisor	3.93 ↑ (744)	3.79	3.75	--	--
Testing/grading system	3.92 (758)	3.84	3.97	3.83 (158)	3.69
Flexibility to design your own program	3.78 (674)	3.68	3.91	--	--

↑ = Statistically significant increase from FVTC 1997 mean.

Admissions

Admission questions include those relating to the enrollment process. Although there were slight increases or decreases within the five mean ratings for the program students, none were significant. There was a positive 0.21 gap between the national norm for availability of financial aid compared to the national. There was a 0.19 gap between the College catalog/admission publications between the College and the national mean norm. All three of the course taker items increased but none significantly.

Table 1.3
Ratings of Admissions
Very Dissatisfied = 1 to Very Satisfied = 5

Admissions	PROGRAM			COURSE TAKERS	
	Mean			Mean	
	FVTC 1999 (# Resp)	FVTC 1997	Nat'l 1998	FVTC 1999 (# Resp)	FVTC 1997
General admissions/entry procedures	3.84 (749)	3.77	3.78	--	--
College catalog/admissions publications	3.81 (722)	3.84	4.00	3.73 (168)	3.62
Accuracy of college information you received before enrolling	3.79 (747)	3.73	3.79	3.83 (276)	3.79
Assistance provided by the college staff when you entered	3.77 (744)	3.79	3.75	4.01 (330)	3.92
Availability of financial aid information prior to enrolling	3.75 (669)	3.67	3.64	--	--

Rules & Policies

Rules and policy questions include those concerning the basic rules governing the student body. The program student responses to the five categories were very similar in 1999 compared to 1997 – less than 0.03 separated the means from 1997 to 1999. One of the five means was above the national mean with the largest gap within the rules governing student conduct. The course takers evaluated only one item, which was personal security/safety. This item increased from 1997 to 1999.

Table 1.4
Ratings of Rules & Policies
Very Dissatisfied = 1 to Very Satisfied = 5

Rules & Policies	PROGRAM Mean			COURSE TAKERS Mean	
	FVTC 1999 (# Resp)	FVTC 1997	Nat'l 1998	FVTC 1999 (# Resp)	FVTC 1997
Personal security/safety	3.94 (725)	3.94	3.87	3.90 (293)	3.83
Rules governing student conduct	3.77 (721)	3.75	3.91	--	--
Academic probation & suspension	3.52 (570)	3.50	3.58	--	--
Purposes for student activity fees	3.47 (634)	3.47	3.41	--	--
Student voice in college policies	3.46 (630)	3.44	3.47	--	--

Facilities

Facility questions included the basic appearance and condition of the College. There were 10 questions in this cluster. Eight of the 10 program student means decreased from 1997 to 1999, three of them significantly, including classroom facilities, business training facilities/equipment and industrial arts/shop facilities. Three of the 10 items were above the national means. Four of the five course taker questions increased from 1997 to 1999.

Table 1.5
Ratings of Facilities
Very Dissatisfied = 1 to Very Satisfied = 5

Facilities	PROGRAM Mean			COURSE TAKERS Mean	
	FVTC 1999 (# Resp)	FVTC 1997	Nat'l 1998	FVTC 1999 (# Resp)	FVTC 1997
General condition and appearance of the buildings and grounds	4.02 (751)	4.10	4.04	4.04 (397)	4.06
Classroom facilities	3.93 ↓ (760)	4.06	3.95	4.07 (431)	4.05
Business training facilities/equipment	3.89 ↓ (623)	4.02	3.90	--	--
Laboratory facilities	3.88 (564)	3.92	3.86	4.06 (178)	3.99
Study areas	3.74 (709)	3.80	3.92	3.87 (142)	3.75
Industrial arts/shop facilities	3.73 ↓ (416)	3.86	3.56	--	--
Student community center/union	3.65 (568)	3.66	3.72	--	--
College bookstore	3.44 (727)	3.39	3.63	3.61 (157)	3.59
Availability of adequate housing	3.24 (340)	3.23	3.23		
Athletic facilities	3.12 (347)	3.14	3.54	--	--

↓ = Statistically significant decrease from FVTC 1997 mean.

Registration

Registration included questions ranging from billing to the availability of courses at the College. There were four questions in this cluster. The four categories were relatively stable for the program students from 1997 to 1999. All four of the items for the program students were below the national norms. All four of the items increased within the course taker questions with three of the four increasing significantly from 1997 to 1999.

Table 1.6
Ratings of Registration
Very Dissatisfied = 1 to Very Satisfied = 5

Registration	PROGRAM Mean			COURSE TAKERS Mean	
	FVTC 1999 (# Resp)	FVTC 1997	Nat'l 1998	FVTC 1999 (# Resp)	FVTC 1997
General registration procedures	3.74 (763)	3.78	3.77	4.05 ↑ (424)	3.94
Billing and fee payment procedures	3.71 (756)	3.74	3.82	4.02 ↑ (411)	3.89
Academic calendar	3.52 (750)	3.61	3.92	3.77 (219)	3.69
Availability of the courses you want at the times you can take them	3.49 (758)	3.53	3.54	3.93 ↑ (407)	3.72

↑ = Statistically significant increase from FVTC 1997 mean.

General Satisfaction with the College

Topics for the general questions vary significantly from racial harmony to concern for the student. There were eight items in this cluster. The eight categories were relatively stable for the program students from 1997 to 1999. Five of the eight categories were above the national norms. All five of the items increased within the course taker questions with three of the five increasing significantly from 1997 to 1999.

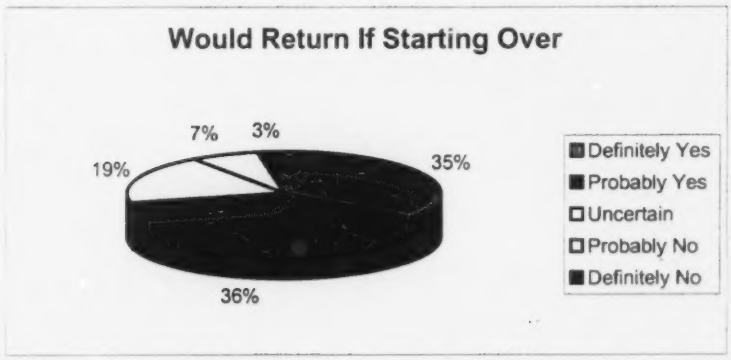
Table 1.7
Ratings of the College in General
Very Dissatisfied = 1 to Very Satisfied = 5

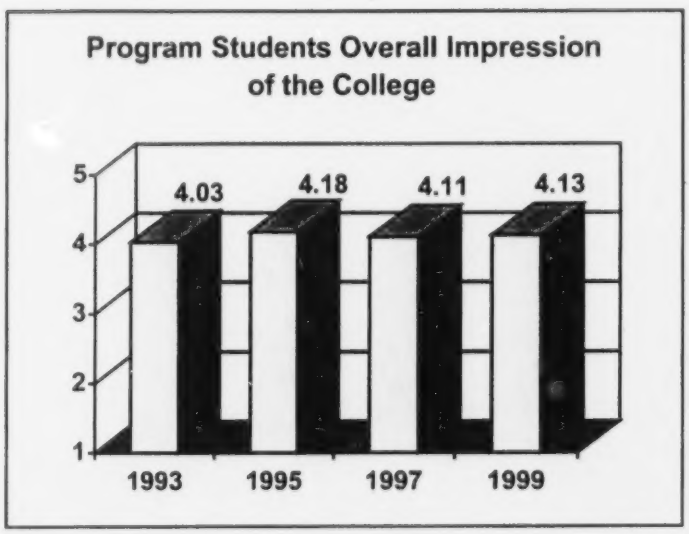
General Satisfaction with the College	PROGRAM Mean			COURSE TAKERS Mean	
	FVTC 1999 (# Resp)	FVTC 1997	Nat'l 1998	FVTC 1999 (# Resp)	FVTC 1997
Satisfaction with the college in general	4.05 (761)	4.00	4.06	4.17 ↑ (406)	4.08
Racial harmony	3.82 (696)	3.79	3.85	3.81 (188)	3.72
Opportunities for student employment	3.71 (609)	3.75	3.53	--	--
Attitude of nonteaching staff toward students	3.70 (726)	3.70	3.66	3.93 ↑ (233)	3.77
Concern for you as an individual	3.69 (748)	3.66	3.61	3.96 ↑ (379)	3.72
Opportunities for personal involvement in college activities	3.67 (631)	3.65	3.58	--	--
Student government	3.44 (515)	3.45	3.41	3.70 (158)	3.64
College media (newspapers, etc.)	3.36 (486)	3.41	3.48		

↑ = Statistically significant increase from FVTC 1997 mean.

Overall Satisfaction

Seventy-one percent of the students "definitely" or "probably" would chose this College if they could start over. Thirty-two percent rated the College excellent, based on the overall impression of the quality of education, followed by 52% who rated this component as good.





Frequency of Educational Components

Fox Valley Technical College asked students about the frequency with which they saw or used a variety of classroom activities. The table below depicts the mean of each of the questions, the percent who stated the frequency with which the item was "always" or "almost always," and the number of students who responded to the question. The scale was based on a 1 to 5, with a1 being never and 5 being always. The highest mean was the student experiences in the lab related to their job goals with a mean of 4.28. The lowest mean of 3.17 was for social studies courses helpful and relevant to the student's education and career goals.

Table 1.8
Frequency of Educational Components
Never = 1 to Always = 5

Indicate the frequency with which you do/see each of the following:	Mean	% Always & Almost Always	Number Responding
Are your classroom experiences and lab work related to your education and job goals?	4.28	86%	749
Are you expected to work cooperatively in a team environment?	4.26	82%	753
Are you expected to demonstrate personal integrity through ethical and responsible behaviors?	4.24	80%	732
Are you expected to communicate in ways that honor diversity?	4.08	75%	738
Are you expected to use critical and creative thinking to solve problems, resolve conflicts, make decisions, and complete tasks?	4.07	76%	747
Do you prepare yourself for the learning experience?	3.96	73%	750
Have you been expected to participate in a variety of delivery methods i.e, lecture, team projects, student presentations, etc. in your theory based (nonlab) classes?	3.90	68%	709
Have you experienced a variety of assessments including skill demonstrations, portfolios, presentations, projects, paper/pencil tests, etc.?	3.90	38%	723
Do you receive regular feedback from your instructors on the progress of your learning?	3.74	56%	754
Are you expected to demonstrate adaptation to change?	3.74	60%	720
Are your GOAL (including pretech) classes helpful and relevant to your education and career goals?	3.67	61%	429
Are your Communication Skills courses helpful and relevant to your education and career goals?	3.65	58%	653
Are your Math courses helpful and relevant to your education and career goals?	3.61	56%	598
Are your Science courses helpful and relevant to your education and career goals?	3.38	48%	423
Are your Social Studies courses helpful and relevant to your education and career goals?	3.17	38%	494

Evaluation of the Graduate Placement Report Components

Students were asked about the level of importance for each of Graduate Placement Report components to assist with potential improvements in this annual report of graduates' job placement. The most important component for the students was whether or not the students were employed full time. The second most important was the listing of companies employing graduates, followed by the average annual salary. The lowest rated items were the monthly salaries.

Table 1.9
Graduate Placement Report Components
Very Unimportant = 1 to Very Important = 5

Information to Include in Report	Mean	% Very Important & Somewhat Important	Number Responding
Employed full time	4.53	89%	622
Companies employing graduates	4.52	90%	624
Average annual salary	4.48	89%	627
Number of jobs per graduate	4.46	87%	620
Average hourly rate	4.44	88%	623
Number of jobs in occupation listed at FVTC	4.40	86%	624
Average hours worked per week	4.37	86%	621
Job titles of graduates	4.34	86%	626
Range of hours worked per week	4.32	84%	623
Average monthly salary	4.29	84%	625
Range of monthly salary	4.29	82%	623
Median monthly salary	4.18	78%	624

Summary of Program Student Comments

At the end of the survey, students had the opportunity to make comments or suggestions concerning the College. Below are the main categories the students identified, and a few quotes taken from their comments.

Program Specific (31 comments) There was a diversity of comments concerning the student's program. Several addressed the need to improve course scheduling such as "don't like classes scheduled at 11:30 – can't go to club meetings" and "do something about the waiting list." Other comments addressed the need for more instructors, including "need more qualified instructors," "need more teachers," and "we need more CIS instructors."

Student Services (30 Comments) Four comments addressed the need for an improved fitness center including free weights – "FVTC needs a better fitness center. Something offering free weights as well as machines." Three of these comments addressed the need for sports teams including volleyball and baseball. Five student comments requested improvements in the financial aid, including "make it easier for financial aid." Other comments addressed the need for improved customer service including "very poor customer service," "... is unreliable and does not call you back," and "I was given the wrong information."

General (27 Comments) Eight comments addressed the problem of ending the first semester in January rather than before the December 24th shutdown. Some of the comments concerned the speed of computers including "lab computers are slow," "faster computers," and "computers lock-up."

Facilities/Grounds (21 Comments) Sixteen of the 21 comments were complaints about the parking, primarily focused on the lack of parking spaces. These comments included "parking needs to be increased," "more parking room," "need more space for parking – for students."

Instructor/Staff Comments (16 Comments) Some students said they were unhappy with the grading scale. Most of these comments were based on the instructor's linkage of grades with absenteeism including "school should remember that people that work and go to school have absentees," and "we are in college, paying for our own education; therefore, we should be able to make vital decisions on behalf of what we think is important as for that day." Some of the comments were positive including "instructors take their time with students and are willing to talk or help you" and "my instructor is very helpful and always displays genuine concern."

General Education/GOAL (15 Comments) Several comments concerned the linkage between the general education courses and program courses. For example, three students addressed the physics class with a sample comment being "physics class has no relevance to program." Another student said "make the general classes more related to our field of interest."

Cafeteria/food (10 comments) The majority of the cafeteria comments were on the price of food such as "the food is expensive," "lower cafeteria prices," and "cafeteria food costs too much."

Positive (8 Comments) The positive comments were centered on the College as a whole. Comments included "this is a very good school and am glad I came here," "very satisfied, coming back for more education," and "I chose FVTC because of academic reputation."

Oshkosh (7 Comments) The Oshkosh Campus comments included "we need more classes" to "I've been impressed by FVTC-Oshkosh."

Bookstore (5 Comments) The majority of the comments were directed towards areas of improvement. Three of the comments requested lower book prices such as "books cost too much."

Library (3 Comments) The three comments were on improvements to the library such as "need better resources."

Characteristics of Students Surveyed

Demographic Characteristics

A total of 787 Fox Valley Technical College program students were surveyed, representing 61 programs on the Appleton Campus, the Oshkosh Riverside Campus, the Fire Training Center in Neenah, and the S. J. Spanbauer Center in Oshkosh. Eighty-two percent of the students were from the Appleton Campus or Neenah Regional Center. The distribution of students surveyed across divisions was 30% Business & Marketing, 24% Manufacturing Technologies, 31% Service Occupations and 15% Transportation and Agricultural Technologies. Forty-two percent of the students were under the age of 21. Twenty-eight percent of the students were ages 21-25. Ninety-seven percent of the students were white. Seventy-nine percent were single and 79% had no children. Fifty-five percent of the students were male. Thirty-nine percent of FVTC students surveyed travel more than 20 miles to the College. Most of the students have jobs, with 57% working more than 20 hours a week.

A total of 526 FVTC course takers were surveyed, representing 53 courses on various campuses and locations throughout the District. Eighty percent of the students were older than 29 years of age. Ninety-four percent of the students were white. Sixty-six percent had no children. Sixty percent of the students were female. Thirty-six percent of the students surveyed indicated they travel more than 20 miles to the College.

Educational Characteristics

The percent of program students who were enrolled full time was 80%, with 89% taking day classes. Forty-eight percent of the students received financial aid. Forty-one percent of the students enrolled in the College after working for a period of time after high school. Forty-three percent of the students entered directly from high school. The majority of the students, 82%, identified FVTC as their first choice, and 14% identified the College as their second choice. Fifty-five percent of the students were in their first year of College and 32% in their second year. Thirty-six percent of the FVTC respondents had a grade point average of A- to A. The majority of the students, 90%, had an above B- grade point average.

The majority of the course takers or 76% were attending classes during the evening hours. Most of the students (56%) were taking courses for self-improvement, while 19% were taking courses related to their employment. Forty-six percent of the students found out about the College through an FVTC mailing.

Main Purpose for Entering FVTC

The main purpose for entering the College was for an associate degree (53%), and 23% for a technical diploma, with transfer to a four-year college as one of the lowest at 2%. The top three reasons for choosing FVTC included offering the courses I wanted, 82%; good chance for personal success, 48%; and good reputation, 45%.

Course taking students had the opportunity to rate the 12 similar components on whether they were a major, minor or not a reason for selecting this College. Eighty-nine percent of the students attended the College because of the low cost. Forty-eight percent attended primarily because of the convenient location. Forty-seven percent of the students attended because they could work while in school.

Conclusions

Two of the five statistically significant increases in the program student means were specifically reflected within the advisor area, including the information provided by an advisor and the availability of the advisor. These increases could be attributed to the efforts over the past several years to improve student advising with assigned faculty time for advising and should continue in the future.

Program students also identified five areas which needed improvement. The majority of these address the College facilities such as improved parking, classroom facilities, and industrial arts/shop facilities. The College has recognized the need for these changes and addressed them within the referendum-funded facility expansions.

The course takers, who are people taking general, employment-related and leisure noncredit courses -- were more satisfied in 1999 compared to 1997. Eleven of the 32 means marked statistically significant increases within this time frame. The ratings included the interpersonal relationships with staff such as concern for you as an individual and instructor/staff attitude towards students to processes such as registration and billing/fee payment procedures. The College should continue to assist these students to maintain this level of satisfaction.

Overall, the students were very satisfied with the College. Though the course takers were more pleased than the program students, the program students' level of satisfaction was higher than the national norm.

The relationship between the students' courses and whether or not they met their educational and career goals was generally rated relatively high. One of the areas to continue to develop is the linkage of the general education courses with the programs. Science and Social Studies were rated less than 3.5 on a five-point scale. These area instructors need to continue to build relationships between the core program instructors and general education instructors.

One of the key findings in the survey concerned the Graduate Placement Report. The College has printed the report since the early 1970s, with information on graduates' monthly wages. The students have clearly identified annual and hourly wages as more important than the monthly wage. This information will be used to change future Graduate Placement Reports.

Students continue to voice their concerns about the need for course offerings at a variety of times and to end the first semester prior to the December 24 shutdown. These two items are currently under review by the College. The scheduling of courses continues to expand with Internet course offerings. The faculty contract negotiations currently include an item on the College calendar.

APPENDICES

STUDENT OPINION SURVEY *(2-Year College Form)*

DIRECTIONS: The information you supply on this questionnaire will be kept completely confidential. However, if any item requests information that you do not wish to provide, please feel free to omit it. Your Social Security number is requested for research purposes only and will not be listed on any report.

Please use a soft (No. 1 or 2) lead pencil to fill in the oval indicating your response. DO NOT use a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some items may not be applicable to you or to this 2-year college (community college, junior college, etc.). If this is the case, skip the item or mark the "Does Not Apply" option. If you wish to change your response to an item, erase your first mark completely, and then fill in the correct oval. Select only ONE response for each item.

PAGE 1 USE A SOFT LEAD PENCIL ONLY

SECTION I—BACKGROUND INFORMATION

Begin by writing your Social Security number in the large boxes at the top of Block A. Then, in the column below each box, fill in the appropriate oval. Complete the remaining blocks by marking the single most appropriate oval in each case.

A SOCIAL SECURITY NUMBER (Identification Number)

B AGE
- 18 or Under
- 19
- 20
- 21
- 22
- 23 to 25
- 26 to 29
- 30 to 39
- 40 to 61
- 62 or Over

C RACIAL/ETHNIC GROUP
- African American or Black
- Native American (Indian, Alaskan, Hawaiian)
- Caucasian or White
- Mexican American, Mexican Origin
- Asian American, Oriental, Pacific Islander
- Puerto Rican, Cuban, Other Latino or Hispanic
- Other
- I prefer not to respond.

D FOR WHAT PURPOSE DID YOU ENTER THIS 2-YEAR COLLEGE? (Select only one.)
- No Definite Purpose in Mind
- To Take a Few Courses for Self-Improvement
- To Take a Few Job-Related Courses
- To Take Courses Necessary for Transferring to Another 2-Year College
- To Take Courses Necessary for Transferring to a 4-Year College or University
- To Complete a Vocational/Technical Program
- To Obtain or Maintain a Certification
- To Obtain an Associate Degree
- Other

E INDICATE YOUR OVERALL COLLEGE GRADE AVERAGE.
- A- to A (3.50-4.00)
- B to A- (3.00-3.49)
- B- to B (2.50-2.99)
- C to B- (2.00-2.49)
- C- to C (1.50-1.99)
- D to C- (1.00-1.49)
- Below D (0.00-0.99)
- Have Not Established a Grade Average
- Does Not Apply

F SEX
- Male
- Female

G MARITAL STATUS
- Unmarried (Including Single, Divorced, and Widowed)
- Married
- Separated
- Prefer Not to Respond

H NUMBER OF DEPENDENT CHILDREN
- None
- 1
- 2
- 3
- 4 or More

I INDICATE THE NUMBER OF HOURS PER WEEK YOU ARE CURRENTLY EMPLOYED.
- 0 or Only Occasional Jobs
- 1 to 10
- 11 to 20
- 21 to 30
- 31 to 40
- Over 40

J WHAT IS YOUR CURRENT ENROLLMENT STATUS AT THIS 2-YEAR COLLEGE?
- Full-Time Student
- Part-Time Student

K INDICATE THE NUMBER OF YEARS YOU HAVE ATTENDED THIS COLLEGE.
- 1 Year
- 2 Years
- 3 Years
- 4 or More Years

L WHICH TYPE OF CLASSES DO YOU MOST FREQUENTLY ATTEND?
- Day Classes (Morning or Afternoon)
- Evening Classes
- Weekend Classes
- Other

M WHICH OF THE FOLLOWING WAS TRUE FOR YOU AT THE TIME YOU FIRST ENTERED THIS 2-YEAR COLLEGE?
- Entered Directly from High School
- Entered after Working for a Period of Time (Excluding Summer Work)
- Transferred from Another 2-Year College
- Transferred from a 4-Year College or University
- Entered After Completing Military Service
- Other

N HOW FAR FROM THIS 2-YEAR COLLEGE DO YOU CURRENTLY LIVE?
- Less Than 1 Mile
- 1-5 Miles
- 6-10 Miles
- 11-20 Miles
- 21-40 Miles
- Over 40 Miles

O DO YOU RECEIVE ANY TYPE OF FEDERAL, STATE, OR COLLEGE-SPONSORED STUDENT FINANCIAL AID? (Scholarships, Grants, Work-Study, etc.)
- Yes
- No

USING THE *LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES* INCLUDED WITH THIS QUESTIONNAIRE, PLEASE SELECT THE THREE-DIGIT CODES FOR YOUR CURRENT AREA OF STUDY AND YOUR OCCUPATIONAL CHOICE. WRITE THESE CODES IN THE BOXES AT THE TOP OF BLOCKS P AND Q, AND FILL IN THE APPROPRIATE OVAL IN THE COLUMN BELOW EACH BOX. (IF YOU HAVE MORE THAN ONE CURRENT AREA OF STUDY, SELECT THE ONE THAT BEST DESCRIBES YOUR EDUCATIONAL PROGRAM.)

P INDICATE YOUR CURRENT AREA OF STUDY.

Q INDICATE YOUR OCCUPATIONAL CHOICE.

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SECTION II—COLLEGE IMPRESSIONS

Indicate your impressions of this 2-year college.

A **INDICATE WHETHER EACH OF THE FOLLOWING WAS A MAJOR REASON, A MINOR REASON, OR NOT A REASON, THAT YOU SELECTED THIS PARTICULAR 2-YEAR COLLEGE.**

MAJOR REASON	MINOR REASON	NOT A REASON	
O	O	O	Convenient Location
O	O	O	Offered the Courses I Wanted
O	O	O	Low Cost of Attending
O	O	O	Could Work While Attending
O	O	O	Good Vocational or Academic Reputation
O	O	O	Liked the Social Atmosphere
O	O	O	Liked the Size of the College
O	O	O	Good Chance of Personal Success
O	O	O	Availability of Scholarship or Financial Aid
O	O	O	Advice of Parents or Relatives
O	O	O	Advice of High School Counselor, Teacher, Principal, etc.
O	O	O	Wanted to Be with Friends

B **INDICATE YOUR RATING OF THIS 2-YEAR COLLEGE AT THE TIME YOU APPLIED FOR ADMISSION.**

- O It was my first choice.
- O It was my second choice.
- O It was my third choice.
- O It was my fourth choice or lower.

C **IF YOU COULD START COLLEGE OVER, WOULD YOU CHOOSE TO ATTEND THIS COLLEGE?**

- O Definitely Yes
- O Probably Yes
- O Uncertain
- O Probably No
- O Definitely No

D **WHAT IS YOUR OVERALL IMPRESSION OF THE QUALITY OF EDUCATION AT THIS 2-YEAR COLLEGE?**

- O Excellent
- O Good
- O Average
- O Below Average
- O Very Inadequate

SECTION III—COLLEGE SERVICES

For each service (or program) listed below, indicate whether or not you have used the service and, if you have used the service, your level of satisfaction with it. If a service is not offered at this 2-year college, mark "Not Available at This College" and leave Part B blank. If a service is offered but you have not used it, mark "I Have Not Used This Service" and leave Part B blank. Indicate your level of satisfaction (Part B) *only* if you HAVE used the service.

PART A: USAGE			COLLEGE SERVICE OR PROGRAM	PART B: LEVEL OF SATISFACTION (COMPLETE PART B *ONLY* IF YOU HAVE USED THE SERVICE.)				
NOT AVAILABLE AT THIS COLLEGE	I HAVE NOT USED THIS SERVICE	I HAVE USED THIS SERVICE		VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
0	0	0	1. Academic advising/course planning services	0	0	0	0	0
0	0	0	2. Personal counseling services (for personal concerns and problems)	0	0	0	0	0
0	0	0	3. Vocational guidance/career planning services	0	0	0	0	0
0	0	0	4. Job placement services	0	0	0	0	0
0	0	0	5. Financial aid services	0	0	0	0	0
0	0	0	6. Recreational and intramural programs and services	0	0	0	0	0
0	0	0	7. Library/learning resources center facilities and services	0	0	0	0	0
0	0	0	8. Resident hall programs and services	0	0	0	0	0
0	0	0	9. Student health services	0	0	0	0	0
0	0	0	10. College-sponsored tutorial services	0	0	0	0	0
0	0	0	11. Student employment services	0	0	0	0	0
0	0	0	12. Cafeteria/food services	0	0	0	0	0
0	0	0	13. College-sponsored social activities	0	0	0	0	0
0	0	0	14. Cultural programs and activities	0	0	0	0	0
0	0	0	15. College orientation program	0	0	0	0	0
0	0	0	16. Credit by examination program (CLEP, etc.)	0	0	0	0	0
0	0	0	17. Computer services	0	0	0	0	0
0	0	0	18. Parking facilities and services	0	0	0	0	0
0	0	0	19. Veterans services	0	0	0	0	0
0	0	0	20. Day care services	0	0	0	0	0

MAKE NO STRAY MARKS ON THIS FORM

SECTION IV—COLLEGE ENVIRONMENT

Please mark the oval indicating your level of satisfaction with each of the following aspects of this 2-year college. If any item is not applicable to you or to this college, fill in the oval in the "Does Not Apply" column and proceed to the next item. Respond to each item by filling in only one of the six alternatives.

		LEVEL OF SATISFACTION					
		DOES NOT APPLY	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
ACADEMIC	1. Testing/grading system	0	0	0	0	0	0
	2. Course content in your major area of study	0	0	0	0	0	0
	3. Quality of instruction in your major area of study	0	0	0	0	0	0
	4. Out-of-class availability of your instructors	0	0	0	0	0	0
	5. Attitude of the teaching staff toward students	0	0	0	0	0	0
	6. Variety of courses offered at this 2-year college	0	0	0	0	0	0
	7. Class size relative to the type of course	0	0	0	0	0	0
	8. Flexibility to design your own program of study	0	0	0	0	0	0
	9. Availability of your advisor	0	0	0	0	0	0
	10. Value of the information provided by your advisor	0	0	0	0	0	0
	11. Challenge offered by your program of study	0	0	0	0	0	0
	12. Preparation you are receiving for your chosen occupation	0	0	0	0	0	0
ADMISSIONS	13. General admissions/entry procedures	0	0	0	0	0	0
	14. Accuracy of college information you received before enrolling	0	0	0	0	0	0
	15. Availability of financial aid information prior to enrolling	0	0	0	0	0	0
	16. Assistance provided by the college staff when you entered this college	0	0	0	0	0	0
	17. College catalog/admissions publications	0	0	0	0	0	0
RULES & POLICIES	18. Rules governing student conduct at this college	0	0	0	0	0	0
	19. Student voice in college policies	0	0	0	0	0	0
	20. Academic probation and suspension policies	0	0	0	0	0	0
	21. Purposes for which student activity fees are used	0	0	0	0	0	0
	22. Personal security/safety at this college	0	0	0	0	0	0

		LEVEL OF SATISFACTION					
		DOES NOT APPLY	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
FACILITIES	23. Classroom facilities	0	0	0	0	0	0
	24. Industrial arts/shop facilities (wood-working, mechanical, etc.)	0	0	0	0	0	0
	25. Business-training facilities/equipment (computers, typewriters, etc.)	0	0	0	0	0	0
	26. Laboratory facilities	0	0	0	0	0	0
	27. Athletic facilities	0	0	0	0	0	0
	28. Study areas	0	0	0	0	0	0
	29. Student community center/student union	0	0	0	0	0	0
	30. College bookstore	0	0	0	0	0	0
	31. Availability of adequate housing for students	0	0	0	0	0	0
	32. General condition and appearance of the buildings and grounds	0	0	0	0	0	0
REGISTRATION	33. General registration procedures	0	0	0	0	0	0
	34. Availability of the courses you want at times you can take them	0	0	0	0	0	0
	35. Academic calendar for this college (e.g., semester or quarter system)	0	0	0	0	0	0
	36. Billing and fee payment procedures	0	0	0	0	0	0
GENERAL	37. Concern for you as an individual	0	0	0	0	0	0
	38. Attitude of the college nonteaching staff toward students	0	0	0	0	0	0
	39. Racial harmony at this college	0	0	0	0	0	0
	40. Opportunities for student employment	0	0	0	0	0	0
	41. Opportunities for personal involvement in college activities	0	0	0	0	0	0
	42. Student government	0	0	0	0	0	0
	43. College media (college newspapers, campus radio, etc.)	0	0	0	0	0	0
	44. This college in general	0	0	0	0	0	0

PAGE 4 DO NOT TEAR OR STAPLE THIS FORM

SECTION V—ADDITIONAL QUESTIONS

If an additional set of multiple-choice questions is included with this form, please record your responses to those items in this section. Twelve ovals are provided for each question, but few questions require that many choices. Simply ignore the extra ovals. If no additional questions are included, leave this section blank.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L

SECTION VI—COMMENTS AND SUGGESTIONS

If you wish to make any comments or suggestions concerning this college, please write them on the lines below.

33

32

DO NOT WRITE BELOW THIS LINE.

FVTC Programs by Instructional Division
1998-1999

A. Business and Marketing Division

Accounting
Accounting Assistant
Administrative Assistant
Banking and Financial Services
CIS-Microcomputer Specialist
CIS-Network Specialist
CIS-Programmer/Analyst
Insurance Services Associate
Legal Secretary
Marketing
Medical Transcription
Office Assistant
Quality Improvement Process Specialist
Retail Management
Supervisory Management

B. Manufacturing Technologies Division

Automated Manufacturing Systems Technician
Avionics Technology
Electromechanical Technology
Electronics
Flexographic Printing
Flexographic Process Technician
Fluid Power Maintenance
Industrial Engineering Technician
Industrial Welding Technician
Machine Tool Technician
Materials Planning and Control Technician
Mechanical Design Technician
Metal Fabrication/Welding
Printing and Publishing
Pulp and Paper Technology
Wood Technics – Manufacturing and Residential Construction

C. Service Occupations Division

Alcohol and Other Drug Abuse Associate
Child Care and Development
Culinary Arts
Dental Assistant
Dental Hygienist
Educational Interpreter Technician
Fire Protection Technician
Hospitality and Tourism Management
Interior Design
Medical Assistant
Medical Coding Specialist
Nursing - Associate Degree
Occupational Therapy Assistant
Police Science
Practical Nursing
Security Loss Prevention

D. Transportation and Agricultural Technologies Division

Aeronautics - Pilot Training
Agribusiness and Science Technology
Agribusiness Facilities and Equipment
Airframe and Powerplant Mechanic
Auto Collision Repair and Refinishing Technician
Automotive Maintenance Technician
Automotive Technology
Diesel Equipment Mechanic
Farm Operation
Natural Resources Technician
Truck Driving

SECTION V – ADDITIONAL QUESTIONS - FVTC Student Opinion Survey

Please respond to items 1-29 on page 4 of the survey form.

1. **What Instructional Division is your program in?** (Turn over to locate your program name)
   A = Business & Marketing
   B = Manufacturing Technologies
   C = Service Occupations
   D = Transportation and Agricultural Technologies
2. **On which campus are MOST of your courses held?**
   A = Appleton Campus and Neenah Fire Training Center
   B = All Oshkosh Locations

Respond to questions 3 through 17 indicating the frequency with which you do/see each of the following. (Please use the following scale.)

A = Always
B = Almost Always
C = Sometimes
D = Almost Never
E = Never
F = Have no experience on which to judge

To what extent:

3. Do you receive regular feedback from your instructors on the progress of your learning?
4. Are your classroom experiences and lab work related to your education and job goals?
5. Are your GOAL (including pre tech) classes helpful and relevant to your education and career goals?
6. Are your Communication Skills courses helpful and relevant to your education and career goals?
7. Are your Math courses helpful and relevant to your education and career goals?
8. Are your Science courses helpful and relevant to your education and career goals?
9. Are your Social Studies courses helpful and relevant to your education and career goals?
10. Have you been expected to participate in a variety of delivery methods such as lecture, team projects, student presentations, etc. in your theory based (nonlab) classes?
11. Do you prepare yourself for the learning experience?
12. Have you experienced a variety of assessments including skill demonstrations, portfolios (collections of your accomplishments), presentations, projects, paper/pencil tests, etc.?
13. Are you expected to demonstrate adaptation to change?
14. Are you expected to use critical and creative thinking to solve problems, resolve conflicts, make decisions, and complete tasks?
15. Are you expected to work cooperatively in a team environment?
16. Are you expected to communicate in ways that honor diversity?
17. Are you expected to demonstrate personal integrity through ethical and responsible behaviors?

Respond to questions 18 - 29 indicating the importance of providing this information in the FVTC Graduate Placement Report. Please leave blank if you are unfamiliar with the report.

Information provided for each FVTC program	Very Important	Somewhat Important	Neutral	Somewhat Unimportant	Very Unimportant
18. Job titles of graduates	A	B	C	D	E
19. Companies employing graduates	A	B	C	D	E
20. Average annual salary	A	B	C	D	E
21. Median monthly salary	A	B	C	D	E
22. Average monthly salary	A	B	C	D	E
23. Range of monthly salary	A	B	C	D	E
24. Average hourly rate	A	B	C	D	E
25. Average hours worked per week	A	B	C	D	E
26. Range of hours worked per week	A	B	C	D	E
27. Employed full-time	A	B	C	D	E
28. No. of jobs in occupation listed at FVTC	A	B	C	D	E
29. Number of jobs per graduate	A	B	C	D	E

Student Satisfaction Survey

Please complete the following survey by filling in one circle completely for each question. If a question is not applicable to you, skip it or fill in the "Does not apply/not used" response. If you wish to change your response to an item, erase your first mark completely and then blacken the the correct circle completely. Select only **ONE** response to each item.

Please fill in the circles as indicated using a No.2 pencil, or a blue or black pen.

Correct Incorrect

1. What was the main purpose for enrolling at FVTC?

- ○ I didn't have a definite purpose in mind
- ○ To take a few courses for self-improvement
- ○ To take a few job-related or job-required courses
- ○ To obtain or maintain certification
- ○ To eventually pursue a degree
- ○ Other

2. How far from this FVTC site do you live?

- ○ Less than 1 mile
- ○ 1-5 miles
- ○ 6-10 miles
- ○ 11-20 miles
- ○ 21-40 miles
- ○ over 40 miles

3. Location of your current FVTC class(es).

- ○ Appleton Campus
- ○ Oshkosh Campus
- ○ Other Locations

4. Time of day you normally attend FVTC?

- ○ Day
- ○ Evening

5. Number of hours worked per week?

- ○ 0 to occassional jobs
- ○ 1 to 10
- ○ 11-20
- ○ 21-30
- ○ 31-39
- ○ 40 or more

6. Your Age

- ○ 18 or under
- ○ 19
- ○ 20
- ○ 21
- ○ 22
- ○ 23-25
- ○ 26-29
- ○ 30-39
- ○ 40-61
- ○ 62 or older

7. Your Gender

- ○ Male
- ○ Female

8. Number of Dependent Children

- ○ None
- ○ 1
- ○ 2
- ○ 3
- ○ 4 or more

9. How did you find out about this course?

- ○ A friend
- ○ A relative
- ○ A high school teacher
- ○ My employer
- ○ A College mailing
- ○ Radio
- ○ Television
- ○ Newspaper
- ○ Internet

10. Racial/Ethnic Origin

- ○ African American
- ○ Native American
- ○ White
- ○ Mexican-American
- ○ Asian
- ○ Puerto Rican
- ○ Other
- ○ Prefer not to respond

Indicate whether each of the following was a major reason, a minor reason, or not a reason, that you selected FVTC.

1 Major reason
2 Minor reason
3 Not a Reason

①②③ 11. Convenient location
①②③ 12. Offered the courses I wanted
①②③ 13. Low cost of attending
①②③ 14. Could work while attending
①②③ 15. Good vocational or academic reputation
①②③ 16. Liked the social atmosphere
①②③ 17. Liked the size of the college
①②③ 18. Good chance of personal success
①②③ 19. Advice of parents or relatives
①②③ 20. Advice of high school counselor, teacher, or principal, etc
①②③ 21. Wanted to be with friends
①②③ 22. Advice of employer

23. What is your overall impression of the quality of education at FVTC?

Very Inadequate	Below average	Average	Good	Excellent
○	○	○	○	○

Please blacken the circle indicating your level of satisfaction with each of the following. If any item is not applicable to you or to this location, fill in the "Does not apply/not used" circle for that item and go to the next item. Please fill in ***one response only*** for each item.

Please fill in the circles as indicated using a No.2 pencil, or a blue or black pen.

Correct Incorrect

LEVEL OF SATISFACTION

0 Does not apply/not used
1 Very Dissatisfied
2 Dissatisfied
3 Neutral
4 Satisfied
5 Very Satisfied

24.	Vocational guidance/career planning services	0	1	2	3	4	5
25.	Library/learning resources center	0	1	2	3	4	5
26.	Cafeteria/food services	0	1	2	3	4	5
27.	Evening or weekend child care	0	1	2	3	4	5
28.	Cultural programs and activities	0	1	2	3	4	5
29.	Computer services	0	1	2	3	4	5
30.	Parking facilities and services	0	1	2	3	4	5
31.	Testing/grading system	0	1	2	3	4	5
32.	Course content	0	1	2	3	4	5
33.	Quality of instruction	0	1	2	3	4	5
34.	Out-of-class availability of your instructors	0	1	2	3	4	5
35.	Attitude of the teaching staff toward students	0	1	2	3	4	5
36.	Variety of courses offered	0	1	2	3	4	5
37.	Class size relative to the type of course	0	1	2	3	4	5
38.	Accuracy of College information you received prior to enrolling	0	1	2	3	4	5
39.	Assistance provided by staff when you entered FVTC	0	1	2	3	4	5
40.	College publications	0	1	2	3	4	5
41.	Personal security/safety at this college	0	1	2	3	4	5
42.	Classroom facilities	0	1	2	3	4	5
43.	Lab facilities	0	1	2	3	4	5
44.	Study areas	0	1	2	3	4	5
45.	College bookstore	0	1	2	3	4	5
46.	General condition and appearance of the buildings and grounds	0	1	2	3	4	5
47.	General registration procedures	0	1	2	3	4	5
48.	Availability of courses you want at the times you can take them	0	1	2	3	4	5
49.	Academic calendar at this college	0	1	2	3	4	5
50.	Billing and fee payment procedures	0	1	2	3	4	5
51.	Concern for you as an individual	0	1	2	3	4	5
52.	Attitude of the college nonteaching staff towards students	0	1	2	3	4	5
53.	Racial harmony at this college	0	1	2	3	4	5
54.	Rules governing student conduct at this college	0	1	2	3	4	5
55.	This college in general	0	1	2	3	4	5

Thank you for your time!